DOCUMENT RESUME

ED 307 930 JC 890 290

AUTHOR Capozzoli, Mary Jane
TITLE A Survey of Women Community College Administrators.
INSTITUTION Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE May 89
NOTE 33p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; Administrator Qualifications; *Administrators; Career Ladders; Community Colleges; Family Influence; Females; Interviews; *Leadership Styles; Mentors; Questionnaires; *Sex Bias; *Sex Discrimination; Sex Stereotypes; Surveys; Two Year Colleges; *Women Faculty
IDENTIFIERS *Women Administrators

ABSTRACT

In spring 1989, interviews were conducted with 10 women administrators from community colleges in New Jersey and Pennsylvania to gain information on their characteristics, educational training, management style, career paths, and attitudes. Study findings included the following: (1) five of the participants had master's degrees, and five had doctorates; (2) the group included three deans, two assistant or associate deans, three institutional directors, one chairperson, and one assistant to an academic vice-president; (3) all but one administrator had previously worked in either business, secondary schools, or four-year colleges before coming to the community college, and seven had been employed at only one community college; (4) six began their careers as faculty members, and four as counselors; (5) seven of the participants had had mentors, and seven found networking useful; (6) though no one pointed to specific examples of discrimination on their campuses, 6 of the 10 did discern difficulties for women; (7) while four indicated that there was no difference between their management style and that of their male counterparts, five argued that a woman's management style differs from a man's; and (8) when asked to identify the traits characterizing a good administrator, seven mentioned knowledge, intelligence, and/or analytical ability, four emphasized the importance of motivating people, and three suggested being a good listener and communicator. A review of previous studies of women administrators and the list of interview questions are included. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307930

A SURVEY OF WOMEN COMMUNITY COLLEGE ADMINISTRATORS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Buhn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Mary Jane Capozzoli
Dean of the Liberal Arts Program
Warren County Community College

May 1989

JC 890 290

BEST COPY AVAILABLE

A Survey of Women Community College Administrators

From 1975-1983, the total number of senior women administrators increased by 90%. The highest concentrations of senior women administrators held posts in academic affairs, while the largest proportions of women administrators were found in small institutions (those having <3,000 FTE). The most rapid growth in the number of senior women administrators was at two year institutions.[1]

But while the status of women administrators has improved since the 1970's, women are still underrepresented in high-level positions, particularly at public co-educational institutions. They are usually clustered at the bottom of the administrative hierarchy and are more likely to be assistants to, assistants, or associates than directors, deans, vice-presidents, provosts, or presidents.[2] And, in virtually all positions, they earn less. In short, there has been little change both in the distribution of women throughout the administrative hierarchy and in salary. Hence gender differentials remain.[3]

In fact, much of the literature on women in higher educational administration has focused on the number of women in administrative positions and the types of positions they held. Investigators also often examined the number of women who sought to become administrators.

Profiles focused on specific women administrators, often through biographical portraits. Personal histories included not only demographic, personality, and professional information but also data on their career paths and satisfaction.[4]

Other research examined attitudes of and toward women administrators as well as characteristics deemed important to be a successful administrator. Internal and external barriers to women in administration, along with strategies for overcoming such barriers, constituted another topic of research.[5]

Work on leadership style and effectiveness focused on women's performance as perceived by subordinates, superordinates, and self. Leadership styles of men and women, as well as styles identified as crucial for effective leadership, have also been studied. Finally, researchers have also examined organizational climate and structure and its relationship to men's and women's leadership styles.[6]

For the purpose of this study, the researcher will highlight some of the specifics from these topical areas which bear on the following exploration of the subject. For example, women in higher education administration usually have had mentors who influenced their careers. Role models were often females. Networking and job contacts (for women under forty-five) were other influential factors. Credentials were also crucial factors for the careers of women college administrators. These

included a terminal degree, publications, and memberships in organizations.[7]

Other key elements in the career paths of female administrators included experience in lower-level positions and competence in carrying out responsibilities in such positions, interpersonal skills, communication skills, a positive self-concept, and confidence. Timing and chance were also judged to be important as well as involvement in committee work. Such training often led to opportunities in administration for women.[8]

According to a survey of women administrators in Pennsylvania, most women build their careers in one institution. Although no single position emerged as a launchpad to top administrative posts, a majority had been faculty members at one time. In this sense, women's administrative career paths conform to the traditional academic model.[9]

Most women administrators in Florida state universities reported that they experienced barriers which inhibited them in their responsibilities and careers. For example, 87% of the 1,682 respondents indicated that they were excluded from informal networks. Likewise, 87% believed that they worked twice as hard as their male colleagues. Almost three fourths affirmed it was difficult to receive recognition for their accomplishments.[10] Among 46 women administrators in two and four year colleges in Washington State who had given

serious consideration to resigning, between 21% and 33% expressed concerns about stress or "burn-out," limited upward mobility, lack of mentoring, concern that supervisors were no longer supportive, and feelings of isolation.[11]

A 1981 study of women administrators in California's 106 community colleges indicated that 71% of the participants had experienced discrimination. Some examples of discriminatory practices enumerated were failure to share information, not being consulted or included, the use of differential job titles, stereotyping, and using informal old boys networks to make decisions.[12]

This study also elicited opinions regarding characteristics deemed important to be a successful administrator. Respondents valued interpersonal skills more highly than others they mentioned: flexibility, organizational ability, self-confidence, fairness and objectivity, a sense of humor, decision-making skills, intelligence, listening skills, health, and patience.[13]

Other literature offers recommendations to women for surviving and ascending in higher education administration. Forming and/or becoming a member of a network is essential as is understanding the missions of the institutions they serve. Other appropriate prerequisites include possessing a sense of humor, a cooperative spirit, a high energy level, an understanding husband, time management skills, and a

doctorate. Desireable ingredients also cited are being a sensible risk-taker and understanding budgeting; oral and written communication skills are equally vital.[14] Having mentors "may be the single most important factor in an administrator's career development," according to one source.[15]

For the most part, such advice was echoed by a vice-president for academic affairs who counseled others to seek advice from a trusted mentor. She also advised others to play campus politics and to identify and utilize informal communication/decision networks. Another hint for success is to learn about finances as a preparation for budget analysis. Having or developing interests outside your job is another of the many suggestions she offered.[16]

Such background information provided a base from which to compare the experiences of ten women administrators from community colleges in New Jersey and in Pennsylvania. The chief means of data collection for this study was the interview which lasted from one to two hours with each participant. However, supplementary sources of data such as vitae and college catalogs were also used.

Among the ten women administrators interviewed during the spring of 1989, eight were married, one was single and another was divorced. Six were in their forties while three were in their thirties and one was

fifty years old. Such a group represents an atypical sample since the married woman administrator is not the norm.[17]

Contacts known to the researcher from each college approached potential participants. Those who expressed interest then contacted the researcher. In a few cases, the researcher initially contacted individuals directly using the name of someone familiar as an entree.

Besides the small sample size (which is not at all scientific), one limitation of this project is that data generated by interviewees are self-reports and therefore represent the participants' perceptions. Such self-reports have the potential for distorting validity, since perceptions may not always match reality. Another liability is that a group of male community college administrators was not used for comparative purposes. Such a comparison might have helped to delineate the unique experiences and characteristics of women administrators (if any).

Formulated after a review of literature on the subject, the list of the questions used is included at the end of this paper. They were designed to elicit background information on each participant as well as to gather information regarding management style, personal development experiences, mentoring, networking, and difficulties for women in the field. Participants were also asked to list and discuss what qualities make a good administrator.

In exploring these areas, this researcher sought to

address the following questions: How did women enter administrative positions? Was discrimination an ongoing concern? Was gender a barrier to their advancement? In short, what factors affected their career paths?

An examination of the educational backgrounds of the participants reveals that five had master's degrees and five had doctorates (Ph.D. or Ed.D.). Of those holding master's degrees, three received them in academic subjects while the other two were in counseling. Educational administration was the preferred field for those possessing doctorates; one administrator's Ph.D. was in English.

Among the participants, three held decanal positions while two held assistant or associate dean positions. Three others were directors at their respective institutions; one was a chairperson while another was an assistant to an academic vice president.

In tracking their career paths, it was found that all but one administrator had previous work experience either in the business world, in secondary schools, or in four-year colleges before coming to the community college. Seven had been employed at only one community college.

Most of the women held a variety of administrative posts. Within the academic area, the careers of six women made the progression somewhere along the hierarchy from faculty, to department chair, to division chair, to assistant or associate dean, and then to dean. Within the student services area, three women had been either counselors or

residence directors before attaining an assistant dean or director's position. Finally, a dean of community education had worked in four director's positions as well as having served as a counselor before occupying her present position.

Educational preparation toward a master's or doctor's degree is necessary to attain a position in higher education administration. Since most male presidents and deans have doctoral degrees, women must have equal credentials to buttress their aspirations to higher status positions.[18] But to what extent did such training prepare or assist these women in their current positions?

Eight participants acknowledged that their coursework assisted them in administration. Those who pursued graduate work in a subject area pointed to the value of a liberal arts education in imparting values. One dean noted that work on a dissertation gave her a feel for research and enabled her to discuss research interests with faculty. Two interviewees mentioned how helpful courses in business and management had been in administrative work. Two others pointed out that counseling courses were very beneficial in showing them how to work with people and how to get the most out of them.[19]

In contrast, two women agreed that their educational backgrounds did not directly prepare them for their current administrative positions. A dean, whose master's degree was in physics, said: "For me, most of what I have done is OJT [on the job training]."[20] The other woman stated:

> Since I do not feel that my formal education has prepared me for these positions, I have

been reluctant to dedicate the time, energy, and resources necessary for a doctoral program.[21]

While the graduate degree is important in order to launch an administrative career, women administrators still had to secure that first administrative post. But how did that happen? How did they become interested in the field?

Four of those interviewed became administrators by accident. They did not have a plan to move into nor did they aspire to such a position. For example, a department chairperson indicated that she was encouraged to become the chairperson by her colleagues.[22] Two others applied for and secured administrative posts without having previous experience. A dean related how, on the day before the college opened, the president called to ask her if she would be the division chairperson.[23]

For the others (6), moving into administration was a conscious decision. Two women related that they became bored teaching and sought new challenges and opportunities to effect change. Three interviewees had been doing some administrative work. One worked at a small college where, as a faculty member, reports had to be completed. Another served on many committees and aspired to more responsible positions in order to help influence the direction of the institution. Finally, one woman indicated that her involvement in student activities/organizations as a college student led her to pursue a career in student affairs administration.

These findings are not consonant with Charol Shakeshaft's research. She indicates that most women who pursue careers in educational administration did so as a result of the encouragement of some significant other.[24]

As administrators, these women were asked to assess how receptive the field is to female aspirants. Were they pioneers in a male dominated profession?

Participants gave a variety of responses in addressing this question. Three believed the field to be quite receptive in that they did not see one's gender as a significant barrier in pursuing an administrative career. Several commented on the fact that in the last ten to fifteen years, more and more women have been situated in administrative positions higher education, especially in middle-level management posts. Because fewer women can be found in upper administrative posts, one dean felt that the field is not as accessible as women would like it to be.[25] Commenting on the lack of many female vice-presidents or college presidents, another dean noted that there are informal male networks at colleges which still exclude women. She added that "the boys" are not yet comfortable with women vice-presidents.[26]

Another interviewee cautioned that receptivity varied widely. She had worked outside the New York area and believed women administrators were afforded less opportunities there.[27] An assistant dean gave the opinion

that the field was not at all hospitable to women. In her view, women administrators are not taken as seriously as men and are not as respected as men.[28]

There was more agreement concerning the influence of marriage and family on career goals. It was not surprising to find that all these women (except one who never married) pursued their careers within marital/parental constraints. Three mentioned that they had moved because their husbands had secured positions in certain areas; then they sought employment. Several women noted that their timetables were changed or adjusted to accommodate the demands of motherhood as well as marriage. Of the nine who were married, three women have no children.

Having children affected one's pursuit of education, the type of position one sought, as well as one's continuance in seeking career advancement. Not wanting to uproot children was a concern voiced by these women. This, of course, also affected their career mobility. It was easier for childless women, and those whose children were grown, to meet certain demands of administrative positions such as night meetings and weekend events. In short, these women made "certain choices at certain points in time."[29] Even though one dean's husband followed her to her job, she explained that he had recently retired and thus was willing and able to move.[30] Another dean noted: "I spent twenty years defining my career around other's needs."[31] Indeed, the limiting

role of marriage and family responsibilities for women is discussed in much of the literature on women in educational administration.[32]

All these factors---educational background, personal interest and perception of the field, marriage and family---affected their career paths. Job experience in previous positions was another crucial element. Participants were asked to assess such experiences as a preparation for their current assignments.

This group acknowledged the importance of their previous positions. As one dean declared: "Every experience prepares you for the next one."[33] Over time, these interviewees assumed more and more responsibilities. Some tasks remained familiar but some changed. Such challenges enabled these women to grow and learn on the job.

Learning also included personal development opportunities. Did these women participate in or take advantage of them? In what types were they involved?

Three levels of involvement were found among this group of women. Two of ten did not participate in any formal activities. Only one took graduate coursework which was partially supported by the institution. One spent time learning about computers on her own. Four others mentioned that they attended national/state conferences/ workshops over the years. These included the American Association of Community and Junior College Conferences

as well as others dealing with admissions or financial aid. Such professional involvement served to refine and test communication, decision-making, and human relation skills.[34]

The remaining four interviewees all participated in the "Leaders for the 80's" program sponsored by the Maricopa Community College in Arizona. All agreed that this program gave them the confidence, support, and encouragement to aspire to high level administrative posts. In praising the program, one director stated that it provided female role models. "It was good to see other women in top management positions,"[35] she said. One assistant dean related that she still keeps in touch with a few of the women she met at that program.[36] Such an experience also provided a network of people that could be called upon for advice when needed.

In addition to the "Leaders of the 80's" program, these four women also attended conferences pertinent to their field of employment, e.g. a freshman seminar training program, the Council for the Advancement and Support of Education (for public relations and development people), AACJC, and the National Council for Resource Development (for fund raisers and grant officers). One dean was an intern for the latter organization as well as a participant in the Higher Education Resource Services program at Wellesley College in Massachusetts. She related that her attendance in the HERS program provided valuable

information regarding administration and set up the provision for contacts with individuals in higher education administration in the New England area.[37]

Women were asked about the importance of contacts---specifically networking and mentoring---to their administrative careers. Three said that mentoring never assisted them in their careers; three others related that networking was not useful either.

Of those seven who had had mentors, four mentioned that they had been men. Two stated that they had had both male and female mentors; one had had a female mentor. Female mentors were defined as those who worked with the participants at the same institution. Male mentors named by those surveyed included those who worked with the interviewees, usually professional superiors. Others named were a consultant, a college president, and a husband. The essence of the mentor's role was aptly summed up by one participant:

> My mentors have taught me a lot through discussion, example and direct observation. They have always been individuals with higher level positions at the same institution. Frequently they have advised me of opportunities for challenging and broadening assignments and sometimes paved the way for me.38

Of the seven who found networking useful, only three mentioned its operation on campus. For example, a department chairperson asserted that networking helped her get things done on campus. Outside the in-

stitutions, networking was mentioned with reference to one's field e.g. development, financial aid. It's purpose was not career advancement but informational. As one director stated, "My network is important to me in solving the problems and finding answers to some of the questions that come up."[39]

Another influence on their career paths, in addition to personal development, mentoring, and networking, was the climate with respect to women at the college. To what extent was the campus climate cool or non-receptive to women administrators? What difficulties did they encounter?

On the surface, at least, community colleges seem fairly open to the employment of women administrators. Using information gathered from the most recent college catalogs from seven institutions in New Jersey and Pennsylvania, this researcher calculated the number of women administrators (chairpersons of departments/ divisions were included as administrators). As the following table makes clear, the percentage of women in administrative posts ranges from a low of 36% at Bergen to a high of 60% at Northampton. So, at the very least, women make up over one third of the administrative staff at these institutions.

TABLE 1

Proportion of Women Administrators at Selected NJ and PA Community Colleges

Community College	Percentage of Women
Bergen (NJ)	36%
Burlington (NJ)	39%
Bucks (PA)	40%
Brookdale (NJ)	46%
Middlesex (NJ)	48%
Warren (NJ)	54%
Northampton (PA)	60%

Given a setting where women are approaching equity in numbers, what were the difficulties for these women, if any? One dean said there were no difficulties for women at her institution, while another director at the same institution indicated that women could work better with one another, network better, and build a more supportive environment because they make up the majority in middle management positions.[40] Two others also placed the responsibility for difficulties on women. For example, one director pointed out that women don't have the networking capability that men seem to have. Another asserted:

> The chief difficulty for some women administrators at my institution lies in their unwillingness or inability to understand how the system works. Some consciously rebel against it and often feel frustrated. I believe that whether or

> not you agree with it, its presence is part of reality and you have to get into it in order to have any hope of changing it.41

Although no one pointed to specific examples of discrimination on their campuses, six of the ten did discern difficulties for women. Yet it is not surprising that particular instances cannot be pinpointed. Overt discriminatory behavior toward women is not sanctioned today. Hence, it is more difficult to identify in subtle forms where it does exist.[42] In this regard, two women mentioned the importance of having a president create a supportive environment for women on campus.[43]

The existence of an "old boy's" network on their campuses was a concern of two participants. Such informal networks are difficult for women to penetrate.[44] One dean noted that through such mechanisms negotiations are carried out behind the scenes. There's an unwritten and unspoken set of rules concerning appropriate behavior for women which is generally somewhat obscure to them.[45] This network, according to one chairperson, is responsible for criticizing women deans and others in upper level administrative posts.[46]

Because women are not yet routinely positioned in upper level administration in community colleges, men (and some women) find that they have to adjust to these new situations. For example, one dean explained that one result of this change in the comfort level

is that the expectations of a woman's performance (as a dean or president, for instance) are much higher than they would be of a man's. Accordingly she stated:

> I think there's more criticism and more scrutiny of my decisions than there might be if I were a man.[47]

An assistant dean remarked that women are not being taken seriously and that "people don't want to hear that you have children and have other demands on your life."[48] Another associate dean related that some of her male colleagues were uncooperative, unsupportive, and condescending to women and make life difficult for women working with them. In order to survive in such an atmosphere, she said that women have to learn to play the political games or be twice as good and work twice as hard as men to gain acceptance.[49]

In connection with the campus climate, participants were also asked how they are judged with reference to their male colleagues. Only a dean and one director felt that they were not judged in the same way that their male colleagues were. The dean explained that there are different expectations for women and that they have to prove themselves "over and over and over again. There's a certain sense of authority in just being a man to start with so that women have to prove themselves a lot more."[50] A director's response was quite similar in that she noted that she has to work harder and work on her image more. "You have to do some self-promotion--you have to let people know

that you're someone. This is because, she added, women generally see themselves in supportive roles."[51]

Although three prefaced their comments by saying it was difficult for them to say, they and the other five affirmed that gender was not a factor in judging their job performance. Skill, competence, accomplishments, personality, and style formed the basis for judgment, they believed. As one participant remarked:

> You're either seen as an effective producer or you're not.[52]

And even though one director asserted that her president can be verbally rougher on women, she acknowledged that he has high performance expectations for anyone he hires.[53]

As campus leaders, these women were questioned about their management style. In light of much of the recent literature which debates gender differences in management behavior, participants were also asked if their styles differed from those of men, and if so, how. Although one woman would not comment on this question, four asserted that there was no difference between their management styles and their male counterparts. As one director noted:

> I don't see it as a male-female kind of issue. I just think it's very much an individual issue that's tied to personality and I think what people are comfortable with.[54]

Likewise, another participant asserted that differences in management style were based on education, training,

and personality type rather than on gender.[55] But, in contrast, a dean described the differences not in women's actions but in terms of others' responses. She explained:

> There may be very little difference in how I handle something [from a man] but the response to me as a woman would be different than the response to a man's handling of the situation.[56]

The five other interviewees agreed that a woman's management style does differ from a man's. Their explanations for this varied, however. A director asserted that men are quicker to make decisions and take fewer things into consideration than women.[57] A dean felt that men tend to be more data oriented. They stand back and let things fall apart if someone messes up, whereas a woman would take over and try to remedy the situation. Women have to prove themselves more, she explained. She also admitted that she gets more emotional than men--"I get angry or burst into tears occasionally"--although she's learned to curb this tencency over the years.[58]

An assistant dean related that, unlike men, she manages her staff like a family. She doesn't treat all the same and she is concerned about their lives outside the job. Similarly, a director commented that because women have been raised to be nurturers, they can humanize the workplace. Women make work more bearable because they accept and understand that what goes on in one's life outside the workplace has an impact

on what goes on at work. In addition, she talks with her staff about developing themselves and assists them in setting future career goals. However, she did note that women, more than men, tend to take criticism of their job performance as a critique of them personally.[59]

A chairperson also described her style as tied to gender. She tries to create a supportive atmosphere where people can do their best work. She attempts to get things done by influence, not command. The creation of such an environment is not typically a male concern, she believed.[60]

Aside from commenting on the issue of gender in management styles, participants exhibited similarities in management behavior among themselves. Three mentioned creating shared ownership of a project, participation, and the setting of goals. Five others explained that they supervise staff members as individuals by taking into account their particular needs. In general, they provide initial direction, delegate tasks, and then allow colleagues to do their work. Two others referred to the importance of communicating. It is crucial, not only between supervisor and staff member, but also among colleagues. Disagreements should be aired and resolved. Being open and sensitive to responses of the group builds consensus.

Some of these traits were restated when participants described what characterizes a good administrator. Having a vision and sense of purpose were stressed by five

women. Seven mentioned knowledge, intelligence and/or analytical ability as key qualifications of a good professional leader. Four emphasized the importance of motivating/influencing people to get things accomplished. Being a good listener and communicator was suggested by three interviewees. Three others noted the importance of being trustworthy and accountable. Knowing how to manage one's time was a factor deemed essential by four women. Traits named less frequently included having a high energy level, having a loyal, competent staff, being a risk taker, having a sense of humor and being decisive.

Because of the small size of the sample, generalizations from this study must be tentative at best. The results presented here bear out some of the findings of related research, while also indicating some differences as well.

The profile of this group indicates that women administrators are an emerging group in the profession. All were relatively young--aged 50 or younger. Only one was in "an assistant to" position often said to characterize women's role in administration. Half held doctorates, the so-called "union card" for administrative posts, and the majority said that their graduate course-work was helpful to them in their administrative work.

While it might be expected that these women received encouragement from others to pursue administrative careers, a bare majority (six) related that they moved into ad-

ministration on their own initiative. And like the literature on the subject, there was no agreement as to whether the field of administration is receptive to women.

In contrast, all married participants agreed that marriage and family had affected their career goals. All acknowledged the importance of previous positions they have held as preparation for their current responsibilities. And equally meaningful to their current posts were personal development activities. Over three-fourths had taken advantage of such opportunities: workshops/conferences and/or programs such as "Leaders for the 80's" program.

Mentoring and networking were both beneficial to their work. Seven had mentors, usually men, who assisted them in their careers with advice and/or information. Seven found networking, generally for informational purposes, useful. It was employed on campus as well as among institutions.

At the community colleges examined, women account for from over one third to three fifths of the administrators. A bare majority (six) agreed that there were difficulties for women administrators on their campuses. Subtle forms of discrimination seem to persist in the form of informal networks and in different expectation levels for women's performance, for example.

Like the literature on the subject, these participants lacked consensus regarding the question of

whether the management styles of men and women differ. In fact, as noted by one interviewee, the differences may lie in people's responses to women's actions (and thus how they perceive women's actions) rather than in women's styles or behavior.

Finally, traits named most frequently by these women as to what makes a good administrator were not those rated highest in other surveys. Those named with most frequency included: having a vision; having knowledge, intelligence and/or analytical ability; having the ability to motivate and influence people; and knowing how to manage one's time.

While studies like this one can never be definitive, they serve to emphasize the importance of a variety of factors affecting the career paths of women administrators: educational background; personal interest and perception of the field; marriage and family; previous job experience; personal development activities; institutional climate; mentoring and networking. A knowledge of these personal, societal, and institutional factors may indeed be helpful to those leaders (both men and women) who will shape institutions of higher education in the next decade. They need to mold colleges and universities into places which accommodate the needs and styles of women while utilizing them to their full potential.

Footnotes

1. Judy Touchton & Donna Shavlik, Senior Women Administrators in Higher Education: A Decade of Change: 1975-83 (Washington, DC: U.S. Government Printing Office, 1984), pp. 3-5.

2. Adrian Tinsley, "Upward Mobility for Women Administrators," in Strategies and Attitudes: Women in Educational Administration, edited by Patricia A. Farrant (Washington, DC: National Association for Women Deans, Administrators, and Counselors, 1986), p. 8.

3. Claire Etaugh, "Women Faculty and Administrators in Higher Education: Changes in Their Status Since 1972," in Strategies and Attitudes, pp. 135-136.

4. Charol Shakeshaft, "Women in Educational Administration A Descriptive Analysis of Dissertation Research and a Paradigm for Future Research," in Educational Policy and Management, edited by Patricia A. Schmuck, W.W. Charters, Jr., & Richard O. Carlson (New York: Academic Press, 1981), p. 12.

5. Ibid., p. 14.

6. Ibid.

7. Joan Dellimore Barrax, "A Comparative Career Profile of Female and Male University Administrators," in Strategies and Attitudes, p. 60.

8. Ibid. A study of 534 women administrators at Florida two and four year colleges indicates that committee appointments and prior teaching experience were important in career advancement rather than networking and mentoring. See Lynda A. Kuyper, "Career Development of Women in the Administration of Higher Education: Contributing Factors," in Strategies and Attitudes, pp. 5-6.

9. Kathryn M. Moore & Mary Ann D. Sagaria, "Women Administrators and Mobility: The Second Struggle," in Strategies and Attitudes, p. 34.

10. M. Jean Stokes, Organizational Barriers and Their Impact on Women in Higher Education (Washington, DC: National Association for Women Deans, Administrators and Counselors, 1982), pp. 1, 5.

11. Linda J. Riesser & Linda A. Zurfluh, " Female Administrators: Moving Up, or Moving Out?," Journal of NAWDAC (Summer 1987): 28.

12. Ruth M. Hemming, "Women in Community College Administration: A Progress Report," in Strategies and Attitudes, p. 155.

13. Ibid., pp. 153-154.

14. Margaret E. Holt, "Strategies for the Ascent of Woman in Higher Education Administration," in Strategies and Attitudes, pp. 24-27.

15. Ibid., p. 26.

16. Louise H. Allen, "On Being a Vice President for Academic Affairs," in Strategies and Attitudes, pp. 109-110.

17. Gloria W. Bird, "Family and Career Characteristics of Women and Men College and University Administrators," in Strategies and Attitudes, p. 118.

18. Carol A. Paul, Ricki Sweet, and Nancy Brigham, "Personal, Educational and Career Characteristics of Male and Female Community College Administrators in Massachusetts," in Strategies and Attitudes, p. 161.

19. Interview with A.L., Bucks Community College, March 9, 1989; interview with S.K., Northampton Community College, March 17, 1989; interview with R.A., Bergen Community College, February 20, 1989; interview with M.V., Bergen Community College, February 27, 1989.

20. Interview with R.T., Northampton Community College, February 2, 1989.

21. Interview with P.R., Middlesex Community College, March 1, 1989.

22. Interview with B.P., Bucks Community College, February 24, 1989.

23. Interview with R.T., Northampton Community College, February 2, 1989.

24. Charol Shakeshaft, Women in Educational Administration (Beverly Hills, CA: Sage, 1987), p. 107.

25. Interview with A.L., Bucks Community College, March 9, 1989.

26. Interview with J.M., Northampton Community College, February 2, 1989.

27. Interview with R.A., Bergen Community College, February 20, 1989.

28. Interview with M.V., Bergen Community College, February 27, 1989.

29. Interview with R.A., Bergen Community College, February 20, 1989.

30. Interview with A.L., Bucks Community College, March 9, 1989.

31. Interview with J.M., Northampton Community College, February 2, 1989.

32. Marion Palley, "Women as Academic Administrators in the Age of Affirmative Action," in Women in Educational Administration: A Book of Readings edited by Margaret C. Berry (Washington, DC: National Association for Women Deans, Administrators, and Counselors, 1979), p. 107.

33. Interview with A.L., Bucks Community College, March 9, 1989.

34. Peggy Elder, "The Importance of Professional Involvement," in Strategies and Attitudes, p. 129.

35. Interview with S.K., Northampton Community College, March 17, 1989.

36. Interview with M.V., Bergen Community College, February 27, 1989.

37. Interview with A.L., Bucks Community College, March 9, 1989.

38. Interview with P.R., Middlesex Community College, March 1, 1989.

39. Interview with J.D., Warren Community College, January 26, 1989.

40. Interview with R.T., Northampton Community College, February 2, 1989; interview with S.K., Northampton Community College, March 17, 1989.

41. Interview with P.R., Middlesex Community College, March 1, 1989.

42. Marianne R. Phelps, assistant provost at George Washington University acknowledged that discrimination toward female administrators is now more subtle. See Suzanne Perry, "Women Administrators Say They Still Battle to Win Acceptance from Male Colleagues," Chronicle of Higher Education (March 30, 1983): 27.

43. Interview with A.L., Bucks Community College, March 9, 1989; interview with M.V., Bergen Community College, February 27, 1989.

44. In her article, Maria A. Dalbey emphasizes the importance of informal networks. "When the Chair is a Woman: Some Thoughts on Difference," ADE (Spring 1988): 30. Among 446 academic women accountants responding to a questionnaire, a majority believed in the existence of an "old-boy" network that makes it more difficult for women to be treated the same as men. See Corine T. Norgaard, "A Status Report on Academic Women Accountants," Issues in Accounting Education 4(Spring 1989): 26-27.

45. Interview with J.M., Northampton Community College, February 2, 1989.

46. Interview with B.P., Bucks Community College, February 24, 1989.

47. Interview with A.L., Bucks Community College, March 9, 1989.

48. Interview with M.V., Bergen Community College, February 27, 1989.

49. Interview with R.A., Bergen Community College, February 20, 1989.

50. Interview with A.L., Bucks Community College, March 9, 1989; Others agree that women must define, exert, and defend their formal authority in situations where for men it would be accepted. See Edward Lafontaine and Bonnie Jean McKenzie, "Being Out on the Inside in Higher Education: Women's Responses to Role and Status Incongruity," in Strategies and Attitudes, p. 147.

51. Interview with J.D., Warren Community College, January 26, 1989.

52. Interview with P.R., Middlesex Community College, March 1, 1989.

53. Interview with S.K., Northampton Community College, March 17, 1989.

54. Interview with J.B., Warren Community College, January

25, 1989.

55. Interview with R.A., Bergen Community College, February 20, 1989.

56. Interview with A.L., Bucks Community College, March 9, 1989.

57. Interview with J.D., Warren Community College, January 26, 1989.

58. Interview with J.M., Northampton Community College, February 2, 1989. M.J. Stokes found that one third of women administrators make adaptions in style--for example, downplaying emotions and being less direct in making suggestions and criticisms--to fit in and be accepted in their posts. See Organizational Barriers and their Impact on Women in Higher Education (Washington, DC: National Association for Women Deans, Administrators, and Counselors, 1982), p. 11.

59. Interview with M.V., Bergen Community College, February 27, 1989; interview with S.K., Northampton Community College, March 17, 1989.

60. Interview with B.P., Bucks Community College, February 24, 1989.

Questions for Women Administrators

1. Please summarize your job history to date.

2. To what extent did your educational training prepare you for your current position?

3. How did you get interested in administration?
Did marriage and family influence your career goals?
How receptive is the field to female aspirants?

4. To what extent did your previous positions (whether they be teaching or administrative) prepare you for your current position?

5. What formal personal development opportunities have you had over the years which may have assisted you in your current administrative post? Have you been promoted since you joined this institution's administrative staff?

6. How would you describe your management style? Does it differ from that of a man's? If so, how?

7. Are there difficulties for women in administrative positions at your institution? If so, what are they?

8. Has mentoring and/or networking assisted you in your administrative career? If so, please explain.

9. What makes a good administrator?

10. How are you judged with reference to your male colleagues?

List of Interviewees

Identification	Community College	Date of Interview
R.A.	Bergen	Feb. 20, 1989
J.B.	Warren	Jan. 25, 1989
J.D.	Warren	Jan. 26, 1989
S.K.	Northampton	March 17, 1989
A.L.	Bucks	March 9, 1989
J.M.	Northampton	Feb. 2, 1989
B.P.	Bucks	Feb. 24, 1989
P.R.	Middlesex	March 1, 1989
R.T.	Northampton	Feb. 2, 1989
M.V.	Bergen	Feb. 27, 1989

ERIC Clearinghouse for Junior Colleges AUG 11 1989